

Glossary of Terms

Auditors: Auditors are trained educators (often retired principals and superintendents) who collect data on a building. They visit teachers, the school improvement team, and the principal. The goal of the High Priority School Audit is to objectively observe and accurately describe the current status of the school in relation to factors that will make a difference in student achievement; for example, the School Improvement Framework.

Comprehensive Audit: A comprehensive audit will look at the entire school to collect data with respect to the research-based Michigan School Improvement Framework.

Did not make AYP for attendance, participation or graduation rate: It is possible for a school to meet academic targets in all areas with all subgroups, but fail due to other factors. A school will not make AYP if:

- In elementary and middle school, an average daily attendance rate of less than 85% for all subgroups
- In high school, a graduation rate for all subgroups of less than 85%
- In high school, the number of students tested for each subgroup is less than 95%
- In elementary and middle school, the number of students tested for each subgroup is less than 95%

Leadership Coach: Research shows the strong influence a principal has in terms of the academic achievement of a building. A leadership coach helps the principal strengthen skills and broaden the leadership skills to improve achievement. Leadership coaches were trained as part of the MSU Principal Fellowship.

No AYP for Performance: Every subgroup of students must meet the state targets in English Language Arts and Mathematics. Any one subgroup failing to make AYP in any subject area mentioned above will cause a school to not make AYP.

Principal Fellowship: Hosted and developed at Michigan State University, principals attended a two week residential fellowship focusing on instructional leadership skills. Content focused on strengthening instructional leadership to help teachers improve instruction and students to learn.

Process Mentors: A team of three people; one representing the district in which the school resides, one representing the ISD, and a third representing the MDE. The MDE representative does not join the team until phase 3. The ISD representative can help with school improvement planning and implementation, the district person can assist with systemic or institutional barriers, and the MDE person can assist the school. The mentors focus on accountability for student achievement, removing barriers to change, and creating a sense of urgency to improve instruction.

School Choice: All students enrolled the high priority school are provided the option to transfer to another school not identified for improvement.

Supplemental Educational Services (SES): Supplemental educational services are additional academic instruction or tutoring provided outside the regular school day that is designed to increase the academic achievement of low-income students who attend qualifying schools. SES begins with phase 2 high priority schools.

School Improvement Framework: This framework was developed based on national research and identifies the key factors in the school environment that characterize high performing schools. The framework has five (5) strands: teaching for learning, leadership, personnel and professional development, school and community relations, and data and information management. The school improvement framework provides the guiding principles for all high priority initiatives.

School Improvement Plan: Each high priority school is requested to develop and annually update a plan for achieving AYP success. All major stakeholders in the school have input to this plan. The plan is developed based on a comprehensive needs assessment and is data driven.

Targeted Audit: The targeted audit will help determine the reasons that a single subgroup (Students with Disabilities or Limited English Proficient) did not make AYP.